

Lower Key Stage Two Medium Term Plan: Autumn 1 (Cycle B)



Kings and Queens: Henry VIII			
Subject	NC Framework Link	Declarative knowledge	Procedural knowledge
History (B) Phase: LKS2	Pupils should be taught about: <ul style="list-style-type: none"> the changing power of monarchs. 	<u>Henry VIII</u> <ul style="list-style-type: none"> I know that Henry VIII reigned during the Tudor period. I know that Henry VIII's reign started hundreds of years before the Victorian era began. 	<u>Henry VIII</u> <ul style="list-style-type: none"> I can use key dates and add key information to a timeline. I can discuss similarities and differences within and between time periods including the daily lives of the rich and poor during the reign of Henry VIII.
Art (B) Phase: LKS2	Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record and revisit; improve their mastery of art and design techniques, including painting; about great artists. 	<u>Henry VIII Portrait – Acrylic Painting</u> <ul style="list-style-type: none"> I know that there are different types of paint, including watercolour, acrylic. I know how to mix tertiary colours. 	<u>Henry VIII Portrait – Acrylic Painting</u> <ul style="list-style-type: none"> I can create a colour wheel to show tertiary colours. I can add white to make tints and black to make shades. I can plan the composition of my painting. I can choose the correct size of paintbrush for the area of portrait that I am painting. I can imitate the work of artists such as Hans Holbein.
Science (B) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> identify how sounds are made; recognise that vibrations from sounds travel through a medium to the ear; find patterns. 	<u>Sound</u> <ul style="list-style-type: none"> I know that sound is made from vibrations. I know the differences between patterns of vibrations. I know that sounds get fainter as the distance from the sound source increases. 	<u>Sound Investigation:</u> <i>Can I change the pitch of a sound?</i> <ul style="list-style-type: none"> I can use results to draw simple conclusions, make predictions and suggest improvements. I can give oral and written explanations of results and conclusions. I can record findings using drawings, labelled diagrams, bar charts and/or tables.
Computing (B) Phase: LKS2	These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.	These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.	These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.
Music (B) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> play and perform; improvise and compose; listen with attention; use and understand staff and other musical notations. 	<u>Year 3 - Let Your Spirit Fly (RnB)</u> <ul style="list-style-type: none"> I know how to find the notes on a glockenspiel. Year 4 – Wider Opportunities Glockenspiel Lessons	<u>Year 3 - Let Your Spirit Fly (RnB)</u> <ul style="list-style-type: none"> I can identify the structure of a song: introductions, verse and chorus. I can sing in two parts. I can play the notes F, G and C accurately and in time as part of a performance. I can improvise when playing along to music, using the notes C and D. I can compose a simple melody, using the notes C, D and E. Year 4 – Wider Opportunities Glockenspiel Lessons
Physical Ed. (B) Phase: LKS2	These objectives are currently under review. Please refer to the Physical Education Subject Audit for an overview of the units being covered. The objectives on the PE Passport are being followed for each unit.	These objectives are currently under review. Please refer to the Physical Education Subject Audit for an overview of the units being covered. The objectives on the PE Passport are being followed for each unit.	These objectives are currently under review. Please refer to the Physical Education Subject Audit for an overview of the units being covered. The objectives on the PE Passport are being followed for each unit.

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<p>Religious Ed. (B) P Phase: LKS2</p>	<p>'The syllabus provides young people with the opportunity to develop powerful knowledge about the religions and worldviews they study, which helps to make them skilful and sophisticated interpreters of the world around them.' <i>Agreed Syllabus for Religion and World Views – Hull City Council</i></p>	<p><u>Does joining the Khalsa make someone a better Sikh? (Sikhi)</u></p> <ul style="list-style-type: none"> I know what happens during the Armit Ceremony 	<p><u>Does joining the Khalsa make someone a better Sikh? (Sikhi)</u></p> <ul style="list-style-type: none"> I can start to express how it felt to join a group and the things I had to do in order to join. I can explain that some Sikhs choose to go through the Armit Ceremony. I can recall events of how the first Khalsa was formed. I can explain the meaning of the 5 Ks and how they are important to Sikhs. I can think about a symbol I might wear to show that I belong.
<p>PSHE (B) Phase: LKS2</p>	<p>Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:</p> <ul style="list-style-type: none"> Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and Prepares pupils at the school for the opportunities, responsibilities and experiences of later life. 	<p><u>Being Me In My World (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> I know how to use my Jigsaw journal. I know who is in my school community, the roles I play and how I fit. I know how democracy works through the school council. I know my actions affect others and myself; I care about other people's feelings and try to empathise with them. I know how groups come together to make decisions. I know how democracy and having a voice benefits the school community. 	<p><u>Being Me In My World (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> I can make other people feel welcome and valued. I can be included in the world around me. I can take on a role in a group and contribute to the overall outcome. I can recognise my Contribution to making a Learning Charter for the whole school. I can take on a role in a group and contribute to the overall outcome.
<p>Spanish (MFL) (B) Phase: LKS2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively; explore patterns and sounds; engage in conversations; develop accurate pronunciation; broaden vocabulary. 	<p><u>Word Order (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> I know and can use the correct word order in some sentences. 	<p><u>Word Order (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> I can recognise how sounds are represented in written form. I can perform simple communicative tasks using single words, phrases and short sentences.